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ABSTRACT

Five Learning Activity Packets (LAPS) of Canadian-American materials were written in an attempt to upgrade and broaden the content and widen the international understanding of the elementary students of Maine by means of an individualized learning approach. This report describes the development of the project and the procedures followed in preparation of the curriculum materials. The effectiveness of the project is evaluated and recommendations based on the evaluations are made. Appendices include a copy of the proposal, lists of project participants, book inventories, bibliographies, copies of the LAPS, suggested procedures for development of LAPS, evaluation forms, and matrix tabulations of project data. Related documents are SO 006 141-145. (SHM)

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Final Report

Project No. 1A042
Grant No. OEG1-71-0011 (509)

Edgar B. McKay
New England-Atlantic Provinces-Quebec Center
76 Fogler Library
University of Maine at Orono
Orono, Maine 04473

The Development of a Curriculum for the Study of Canada in the Elementary School System of Maine.

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ELEMENTARY UNITS IN CANADIAN-AMERICAN STUDIES

Five (5) LAPS in Canadian-American materials were written in an attempt to upgrade and broaden the content and widen the international understanding of the elementary students of Maine by means of the LAP methodology, an individualized learning approach. Since this project should be viewed as a continuing curriculum effort five topics were selected, two dealing with the United States and Canada in totality with the remaining three involved with the New England, Atlantic Provinces, and Quebec region. Other topics will be selected for future LAP development.

LAPS are a series of "learning episodes" written in the form of learning activity packages (referred to as LAPS). Three individuals were involved in the writing of the five LAPS with input from methodology and content resource people. Each LAP included behaviorally written activities citing specific resources. The resources were provided for the teachers who field tested the LAPS.

Following three workshops six teachers tested two LAPS each and a seventh, one. The French LAP, for instance, was tested in a community with a large French (Quebec) originated population; another of heavy Acadian origin; and the third with few of French ancestry. The other communities were selected for various reasons. The testing period involved a minimum of three weeks for each LAP and were utilized by one fifth grade class; one, seventh; and the balance, sixth.

Each teacher was visited by a staff member of the grantee's office and three teachers were also evaluated by the project's curriculum consultant.

At the last workshop prior to field testing the teachers, as a group, developed evaluative forms for the teachers, supervisors, and the students. In addition, the teachers annotated each LAP tested noting the readability of the material, the accuracy of resource citations, as well as the developmental flow of the behavioral objectives.

An evaluative workshop was held at the conclusion of the testing and a composite of the conclusions correlated. The data collected from the testing institutions indicated an enthusiasm on the part of the administrators, teachers, and particularly, the students. Certain LAPS were more effective than others due to the appropriateness of reading levels, the comprehension level of conceptual content, and effectiveness of the available multi-sources.

INTRODUCTION

RATIONALE FOR PROJECT

The project developed curriculum on Canadian-American Studies focusing largely upon the New England, Atlantic Provinces, Quebec Region. The specific objective of the project was the production of five (5) LAPS which can be implemented into the existing social studies program as presently offered in many State of Maine schools.

The grantee, the New England, Atlantic Provinces, Quebec Center at the University of Maine at Orono, initiated early steps to determine the needs and views held by social studies teachers in Maine. A survey conducted in the fall of 1970 yielded seventy-five (75) responses which provided data on the extent that Canadian subjects were taught at that time. From the returns, the conclusion was drawn that little Canadian content was being presented at the secondary level but that most schools were offering the Canada-South America sequence at the grade 6 level. However, there was a general indication that more materials and teacher training were needed in this area.

The NEAPQ Center had previously produced Canadian bibliographical listing for classroom teachers. The LAPS intend to carry this a step further - to provide materials and content with a viable method.

Five (5) topics were selected for presentation. The principal thrust dealt with the region indicated in the title of the Center at the University of Maine. Thus three LAPS of the five were oriented toward the New England, Atlantic Provinces, Quebec region. These are the following with the concepts offered:

1. The Atlantic Region- a geographic study.
   a. The emphasis of Canada has historically been southward toward the United States, westward to Ontario or Quebec, or more recently northward to the Canadian North often by-passing the Atlantic Region.
   b. The Atlantic Provinces have had largely a seward outlook.
   c. The location of resources have effected settlement patterns.
   d. The Atlantic Provinces have struggled, often unsuccessfully, to keep in the mainstream of Canadian life.
2. The French in Quebec, the Acadians, and the French in New England.
   a. Quebec (New France) and Acadia were settled by Frenchmen but developed along separate lines.
   b. The Conquest of New France and the Dispersion of the Acadians affected the subsequent outlook of both groups.

c. Work opportunities were the causal factor in the large French-Canadian migration to New England.

d. The present Acadians and French communities in New England are moving toward a greater appreciation of their history with its bilingual and bicultural implications.

3. The Algonkian Region, an examination of the Indians within the Atlantic Provinces, New England, and Quebec Region.

a. The Indian life style suffered great shock when it came into contact with the whites.

b. The Maine Indians are special or peculiar in their relationship to the state.

c. Canadian Indians, generally, had similar problems as did those in the United States.

d. After decades of submission and cultural disinterest, recent years have shown renewed self awareness.

All have a multi-disciplined approach with the latter two focused on the ethnocentric and the historical forces interacting upon a linguistic and cultural group.

The remaining two LAPS deal with the United States and Canada as nations. One, Canada and the United States in Perspective, is an examination of the nature of their relationship, the extent of the interdependence and interaction between the nations, and an illumination of differences as well as similarities of the two peoples.

Three key concepts offered as follows:

1. Many obvious similarities exist, yet there are many less obvious differences.
2. There is a general ignorance of each other; the American lack of awareness of Canada is especially profound.
3. Canada has often lived in fear of the United States - militarily or more recently economically while being in awe of and often emulating her southern neighbor.

The other LAP, Canada and the United States, their Governments and Political Parties, is a comparison of the Canadian parliamentary system with the congressional system of the United States, their governments in general, and the political parties which function in each. The principal concepts are:

1. The two nations have similarities in historical origin yet two distinctly different legislative styles.
2. Both nations have a federal structure.
3. Political parties play a vital role in each country; again each with their special function.
4. Canada is a kingdom while the United States is a republic.

METHODOLOGY

The five topics utilize the learning episode approach called LAPS(learning activity packages). This technique

was utilized following the philosophy presented by Jerome Bruner[1] and J. Lloyd Trump.[2] The effort was made to replace the "ground covering fetish" of the traditional curriculum with the understanding of the basic and unifying concepts of the social sciences. Previously neglected social sciences such as anthropology, economics, political science, and sociology were included as well as history and geography.

The LAPS were written with an emphasis upon a hierarchy of learning experiences. The initial behavioral activities concentrated upon lower level learning experiences proceding to an increasing difficulty in the latter experiences. Both cognitive and affective domains were interwoven. Thus as the student moves through the LAP he advances from the easy to the more difficult.

The LAP sequence allows the student to move at his own pace. Each objective has a varied number of activities. Usually the student will select two or more as directed by the teacher. Moving at his own speed the student selects an activity and when it is successfully completed, then moves to another. Thus in

1 Jerome Bruner, The Process of Education, New York: Vintage Books, 1960.

2 J. Lloyd Trump, "Focus on Change: Organizing the Social Studies," Social Education, xxx, March, 1966, pp. 17-22.

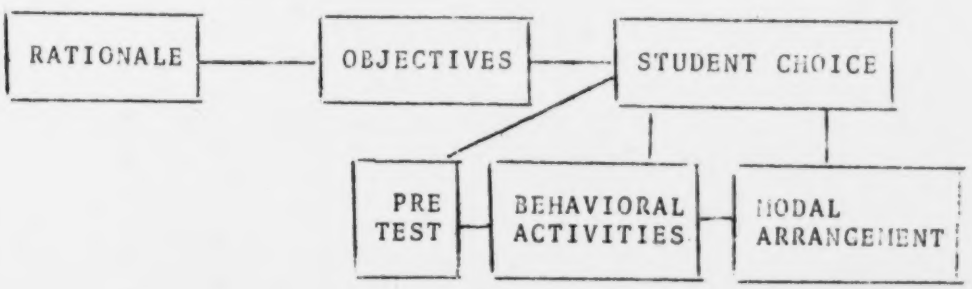
a given time block the student will complete varied numbers of objectives and activities.

Flexibility of sources and of process allows the student to gain a sense of self direction. The LAPS approach as presented by the grantee stresses the multi-source approach. This may cause some initial problems because students are accustomed to a single text but these are easily resolved once he learns the necessary skills. All five LAPS utilize a multi-source orientation with specific sources cited. The student should develop such skills that later LAPS will not need specific references.

The modal arrangement of the LAPS also allow a flexible interaction among the students and the teacher. Students may work individually, in pairs, or in other combinations as they work through the LAP. The teacher is also an interactor with the students in each of the various combinations or the class as a whole. Obviously, many social and instructional implications evolve from the modal arrangements.

ORGANIZATION

As mentioned above, the curriculum consists of a series of learning episodes. Each is behaviorally oriented. The following model was used:



The LAP contains a rationale which explains to the student the significance of the content; a pretest which points out his weaknesses and strengths in relation to the content; the objectives, often written behaviorally; activities which provide alternative means of achieving the objectives; and finally a post-test or activity which evaluates the progress the student has made in reaching the objectives. The LAPS are written at an optimum level for six grade students.

FIELD TESTING OBJECTIVES

The field testing of the material was intended to determine the effectiveness of the method with the Canadian topics and to assure a more substantial study of content of particular interest to the New England, Atlantic Provinces, Quebec Center. The teachers were recommended for the program by superintendents of schools from specific communities. In some instances the NEAPQ Center had specific school systems in mind The French-Canadian LAP, for instance, was taught in three specific communities:

Lewiston - a mill town (city of 45,000) with a large French (Quebec) population.

Van Buren - a small Acadian community on the Saint John River along the Canadian border.

Orono - a university town with a small French population.

The other testing towns were:

Bangor - the metropolitan focus for eastern Maine. (population 38,000)

Bucksport - a small seaport on the Penobscot River; contains a large pulp and paper mill.

Howland - a river town at the junction of the Piscataquis and Penobscot Rivers; minimal work opportunities; largely rural school newly opened open classroom structure.

Wilton - a small rural community supporting a large successful shoe manufacturing firm.

The coordinator of the project and the curriculum consultant planned to visit each teacher at least one time. Distance precluded viewing each teacher with each LAP. The visitations should point out several factors including the following:

1. attitude of the school supervisors and administrations.
2. attitude of the teachers.
3. enthusiasm of personnel including the students.
4. physical arrangements in the school and classroom.
5. additional assistance need on the part of the teacher.
6. effectiveness of resources.
7. readability of the LAPS
8. unique situations in the presentation.
9. development of student skills.

A subjective evaluation was planned because of factors which will be developed below. How the materials did affect the students, the teacher, and the school administrator are examined in detail. General guidelines were presented to the participating teachers and they adjusted the teaching situation to their environment and the needs of their particular students.

Improving the caliber of the content and utilizing multi-source materials the teaching of Canadian topics should sensitize the students to a more objective view of Canada and the Canadian people and by utilizing many sources: breaking away from the usual one-source pattern; and developing a point of view using materials produced in another country the goals of the grantee should be gained.

METHOD OF PROCEDURES

Initiating the Project following Approval of the Grant

A description of the project, involving five content areas, as presented to HEW (Appendix 1), was introduced by the director of the project to the six teachers selected for testing the LAPS. Schools with differing community backgrounds were selected as test sites, i.e. representation of a high Canadian French school population in contrast to virtually a non-Canadian French school population. The teachers had been selected by their respective superintendents, who had indicated that they were interested in supporting the project in terms of use of school time for testing (Appendix 2).

The cooperation of these teachers was sought to:

1. assume responsibility for preparation of the LAPS in a designated area of study during the current school year.
2. implement the LAPS, their own and possibly others, in their own classrooms in the fall semester following the completion of the LAPS in a field testing of the project.

Preparation of Materials

Meetings of the teachers were held at intervals of about three months (October '71, December '71 and February '72). These except for the first meeting were all held at the NEAPQ Center, University of Maine,

at Orono. These "workshops" meetings provided orientation to the teachers in LAP methodology, in kinds of source materials and in audio-visual equipment needed. Consultants were present at those meetings which required their presence. (Appendix 3) Each teacher responded differently to the task of LAP preparation. It seemed evident that the technique of LAP "writing" was not as obvious as had been anticipated since the format, behaviorally stated, was innovative and presented difficulties. The necessity for formulating a rationale and objectives for each LAP, presumed an academic background and/or access to numerous source materials prepared on a student level, both of which were lacking to the participating teachers. These factors inhibited work on the LAPS by the several teachers. Realizing this, the Center arranged for two people to work on the material during the summer months, a coordinator, with administrative and teaching experience on high school level and more recently a college teacher; and a research writer, with elementary teaching experience. The coordinator would later work from the Center to initiate the field testing, conduct observations, and later prepare the report. The expectation then was that the completed LAPS would be offered to the teachers in a workshop at the beginning of the school year in early September.

During the two month summer period, the LAPS were written by the two people mentioned, and in addition, much

work was done by one of the participating teachers in writing the Indian LAP. The writers began early in the summer period to select reference materials, using a bibliography which had been prepared by the Center (Appendix 4) and materials coming to their attention at the Institute conducted by the Center in the early summer. The selection, ordering, and compiling of these resource packets (Appendix 5) was a vital factor in the preparation of the LAPS. The "bundles" were to provide each teacher with a virtual resource center in her classroom and were to include: commercially published multi-text books and booklets, jackdaws, filmstrips, slides, reprints from original sources, brochures, maps, and charts. It became evident that each LAP would be written with specific references named for the various activities on the premise that the pupils at the sixth grade level would need to be directed to at least one named source. The methodology would provide, however, that the students would be encourage to select other sources if they felt comfortable in doing so.

During the period of concentrated work in LAP preparation, there were frequent references to the LAP model. Conferences were held with persons considered authorities, on a state-level, who would be concerned with the social implications of presenting ethnically oriented material. These people were alerted to the

preparation being made to introduce the LAPS to sixth grade classrooms. The interest and support of these people was sought so as to increase the authenticity of the content because these same people would be later asked to review the material. (Appendix 6) Material on the geography LAP was reviewed by the Chairman of the Geography Department of the University of Vermont and by the Chairman of the Geography Department of the University of Maine at Farmington. Also weekly conferences were held with the consultant from the University of Maine College of Education faculty.

All involved in LAP preparation were committed to the following aspects of LAP methodology:

1. that the activities would provide for self-selection, for individualized work, and for a process in learning which would emphasize affective learning as well as cognitive learning and offer a multi-text and multi-resource method rather than a traditional single text method. The commitment to this aspect of LAP methodology would be reflected in the lack of development of self-tests and post-tests. The limitation of time and the approaching deadlines led to the choice for concentrating on working up kinds of activities which would lend themselves to learning by inference and deduction and to developing

skills for seeking and organizing information, as resource materials were received from publishers or were otherwise located.

2. that the LAP was to be of an on-going design and that teachers and writers would be expected to rework it. While the LAPs each received careful editing and were reviewed for academic content by consultants on a doctoral level, the manner in which the pupils would be able to work comfortably could only be ascertained by field testing.

3. that the teachers and children in field testing procedures would have materials of as wide a variety as possible and in sufficient quantity so that they would have a satisfactory experience in working with LAPS.

4. that the measure for testing the LAPS would be largely subjective and depend on reactions of the teachers, pupils, and supervisors, to their experience. Using experimental and controlled groups did not seem feasible in terms of the guidelines drawn for field testing. Most of the people did not have the training or experience to plan and administer a scientific study.

Implementation of the Field Test

In view of the agreement on the above items, the procedure for implementing the LAPS was to follow these steps:

1. the five LAPS (Appendix 7) were to be prepared each in a separate color, with the color as a "key", having a matrix for the pupil-teacher record of accomplished activities. This would later be of value in determing which activities were favored and which were not selected and therefore might need reworking particularly. Each pupil would be provided with a "student-wallet" to contain his LAP and his materials with an attractive cover design.
2. the resource materials for each teacher's LAPS were to be provided according to the content of the LAPS for that teacher. Later it was decided to include supplemental materials for use in studies of Canada other than in the area of focus in the project. This decision was made in the interest of rewarding the cooperating schools for their contribution and at the same time underscoring the objective to "upgrade and broaden the content and widen the international under-

standing". These materials (Appendix 8) would be offered to the schools on a permanent loan basis.

3. the teachers would meet for an all-day workshop preceeding their use of the LAPS for:
   a. an orientation to their use of the LAPS (Appendix 9)
   b. agreement as to uniformity in time limits, methodology and utilization of materials
   c. establishing together criteria for evaluating the LAPS (Appendix 10)
   d. determining which LAPS would be assigned on the basis of two per teacher (except for one in the case of the LAP for the rural French Canadian community of Acadian French)
   e. planning for the final workshop after the closing of the field testing period (about 8 weeks), to evaluate and discuss the recommendations concerning the LAPS

Analysis of Field Testing

The observations made by the coordinator, of the seven teachers involved, revealed that both the physical arrangements and the 'teaching-style' in each situation produced variable factors which will be described below.

However, there were constant elements, fewer in kind, which appeared to be of certain significance.

In general, the factors which tended to be constant were:

1) the work load and period of calendar time involved for using the materials for the field test (2 LAPS in 8 weeks)
2) orientation to use of the LAPS
3) teacher experience and cooperative attitude
4) coordination of resource materials to assigned LAPS
5) visitations and support by coordinator
6) age level and ability level of classes

In general, the factors which tended to be variable were:

1) the physical arrangements for the classes
2) the teacher "style" and degree of interaction between teacher and classes

The following are thumb-nail sketches of each teacher in his or her class situation:

Sharon Cram, of Wilton, conducted her four classes of about 20 pupils each, largely from a small office-type enclosure. Her role was that of a checker to confer with each pupil in a one-to-one relationship while the pupils in

the whole class area worked with minimal assistance. The pupil interest was high and well-above the frustration level, apparently, as pupils in large numbers elected to come to this class during the weekly "optional" period. It would appear that Sharon did not involve herself in the search for materials with the pupils, but that they did manage without her help in that way.

Betty Earle, of Lewiston, stated that she had felt deficient in content background at the beginning of her LAP work. The observation by the coordinator indicated that she was probably more a "traditional" teacher making an earnest effort to use an approach which did not have her full commitment at first. Betty arranged for her class to work together on the activities contained in the objectives. This was essentially a structured approach and created a handicap to the class in that there was then a shortage of resource materials if all were working on the same activities at the same time. Betty was also handicapped by the fact that some of the audio-visual equipment in her school was temporarily out of order. Betty reported that she worked each night preparing

herself with materials and in content background, and that both she and her pupils 'got to like it a lot'. It is to her credit that she was not only able to work out of her hestitant start but that she became indeed enthused and reported that no teacher would go back to wholly traditional teaching after this experience. Betty did state that this approach (presuming many study skills) would have been more successful later in the school year.

Eleanor Parker of Howland, taught in an open-class situation in a school, newly completed for this type of teaching. She taught four classes of about 30 pupils each. While in some respects, a more traditional teacher, Eleanor felt comfortable with the LAPS, partly because she tended to guide her whole class. Also she, herself, designed many of the activities and substituted freely, tending to use "game-playing" types of activities, plus stressing a more cognitive aspect. Eleanor was more interested in the use of the pre-tests and in constructing and using post tests than the other teachers. Eleanor also introduced the materials to a seventh grade teacher in her school, who used the Indian LAP successfully. He cooperated by providing an evaluation.

Ray Thibodeau of Van Buren, taught in a well-equipped school in a disadvantaged area. He had use of extensive A-V equipment as well as full time teacher's aide. He found his class to be more responsive to the LAP than he expected them to be. This was a class of 24 pupils.

Janet Mixer of Bangor, taught in a single classroom with an open classroom technique, using sections of the room for small groups to work with A-V equipment. She had one class with 26 pupils. Her approach was assured and supportive, rather than directive, but her class was a grade level below the others and reached a frustration level rather often. Her assurance and experienced manner conducted them through difficulties.

Sally Mercer of Bucksport, taught two classes of about 30 each in a crowded room. She worked from her desk exclusively with pupils who came to her for "checking". Although Sally was a strong supporter of the entire project and had more academic background in Canadian studies, circumstance caused her absence from workshop meetings for the last half of the effort, nor did she comply with the schedule agreed upon by the others. She took much more time with her LAP.

Barbara Cuetara of Orono, taught in a single classroom with a semi-open classroom desk arrangement. There were two classes of 25 pupils. There seemed to be free movement about the class by pupils and teacher. She was involved as a "facilitator" in assisting pupils to make selection, locate materials and even to group for work under her guidance if they were frustrated. Her approach was largely supportive and non-test oriented.

Other variable factors which were evident in the observations were:

1) the variety of communities involved which may have had an effect on the ability level of the classes because of the differences in cultural background.
2) the differences in time-allowances for social studies per week ranging from one hour per day for five days per week to a mere two hours per week.
3) the lack of needed A-V equipment in some cases requiring bunching up with that equipment available or substituting of activities which had been selected
4) The use of tests from little or no use to full use of the pretests provided and also development of post-tests by a teacher

5) the varying amounts of interaction, depending on the styles of the different teachers

6) the subjective nature of the evaluation (measuring the quality of the activities as completed in the packets as against an objective measure)

7) the difference in content knowledge by the teachers

8) the differences in attendance at the workshops

9) the differences in time allowances for the LAPS

10) the differences in grade level of the pupils

The Evaluation in the Final Workshop involved discussions by those involved (teachers and consultants) of reactions to use of the LAPS in terms of goals set forth in the proposal and collection of data obtained in evaluative forms and otherwise. Summary statements will follow with full explanation in the Results section below.

Discussion topics:

1) Methodology. The LAPS approach promotes a positive, involved and responsive attitude for pupils who for some time have been "turned-off". It results in more responsible behavior in classwork. Pupils have in the past complained that many social studies classes had been like another reading lesson

and often with about a third of the class not able to read at text level. Affective learning is an important aspect of this method, both in the kinds of activities provided and also in the experience of personal decision making, goal setting, and successful achievement in this individualized approach.

2) Readability. The reading level of the LAPS was too high for some students. Interpretation by the teacher was often required. The reading level could be maintained, and thereby bring the pupils up to a desired level for their maturity, if there could be an adequate explanation of terms by the teacher of if they could be explained parenthetically. The sentence structure was often too complex and should be simplified.

3) Content. The LAPS presumed more academic background than most of the teachers had and while they favored including the material covered, they felt it necessary to follow a program of self-study or otherwise, in order to work with pupils satisfactorily.

4) Resources. The value of the resources, per se, is as great a factor in the project as

the method of using them. They provided a wide range in content and in reading level, as well as in the range in different types of materials as enumerated elsewhere. It would have been better to have a higher ratio of resources to pupils (5 to 1 is considered optimum). In some cases the abstract level of the resources was too difficult for pupils and required adaptation by the teacher, but in these cases, often an original source was involved which provided a unique and valuable experience for pupils at this level.

5) "Rewrite" suggestions. The suggestions involved balancing the numbers of activities, per objective, simplifying the sentence structure, reviewing the level of terminology and examining certain activities with the idea of dividing them. The rationale and the objectives as stated, seemed to be considered comprehensive and acceptable.

Collection of data:

1) Tabulation of activities. Based on the activities recorded on each pupil's matrix, the selection of activities is tabulated. (Appendix 11). These choices are evidence of preference of the pupils to a large degree,

although they also reflect the direction or persuasion of the teacher in cases where teachers used those approaches.

2) Compilation of evaluative forms. Pupils, teachers, and supervisors were asked to indicate either in multiple choice statements or in subjective statements, their reactions to their part in the project. (Appendix 10)

RESULTS

Many of the conclusions drawn from the testing procedure have been of a subjective nature as noted in the CONCLUSION. However, this section will examine the units LAP by LAP reflecting the teacher and student responses. The evaluative procedure was developed as a cooperative arrangement organized at workshops.

As noted in Appendix 11 the matrix of student participation has been tabulated. The totals are probably misleading. The ideal situation allows for choice. Only a few teachers operated in this fashion. Two teachers lead the students by the numbers because of their feelings that the method was too much of a change from the usual lock-step procedure. The choices of activities usually reflected, however, the readability of the activity, the interest it evoked and the adequacy of the resources.

The effectiveness of the project must, of necessity, measure, however subjectively, the degree that the materials, method, and content changed the process of teaching Canada. In spite of mechanical suggestions the results would indicate such a change, did in fact, occur.

LAP

French Canadians, Acadians and the French in New England

Written by:

Mrs. Barbara Cuetara

Tested by:

1) Mrs. Barbara Cuetara
Asa C. Adams School
Orono, Maine
Grade 6

2) Mrs. Elizabeth Earle
Wallace School
Lewiston, Maine
Grade 6

3) Mr. Raymond Thibodeau
Champlain School
Van Buren, Maine
Grade 6

Title

Adequate

Rationale

Effective

Objectives

None of the tree teachers responded with suggestions in this catagory.

Activities

There were many responses, generally favorable, and in their comments the teachers rightfully adapted the activities to their situations. Certain activities needed further explanation and guidance. The role playing was most successful. One teacher found that one or two introverted children reacted well to this aspect of the LAP.

In Lewiston, a French teacher supplemented certain activities by teaching them the French terms.

Two of the three classes are heterogeneously structured. The teacher in Lewiston adopted the activities in specific situations reading the materials to the students and then performing the expected work.

The Van Buren teacher noted that Objective 2, Activity 3; Objective 4, Activity 3; Objective 5 Activity 1; Activity 3, Activity 4, and Activity 5, were very popular with the students.

Sources

Effective. Two of the items listed failed to arrive, which caused some consternation on the part of the teachers.

Content

This LAP was one of the most effective. Leaders in the French ethnic groups felt the LAP gave an honest view as did the teachers. The balance, as the title indicated, bore up well.

Readability

Adequate for average grade 6 students. The Acadian students had problems since their bilingual orientation places them behind the usual monolingual sixth grader. The Lewiston students, as noted, had a large range of reading proficiency--some had extensive difficulty.

Student responses:

French

1. Could you understand the directions?

   a. always 10 b. most of the time 64 c. sometimes 18 d.never 6

2. Did you like this kind of work?

   a. yes 43 b. sometimes 44 c. no 5

3. Did you like the reference materials?

   a. yes 40 b. sometimes 29 c. no 6

4. How did you work?

   a. alone 11 b. one another 12 c. small group 18 d.teacher 28
   e. all 44

5. Could you read the materials?

   a. yes 59 b. sometimes 32 c. rarely 3 d. never 6

6. What other things would you like to know about Canada?

   a. history 11 b. sports 50 c. French-Canadians 16 d. geography 3

   e. Indians 22 f. other, list

Other items under #6, f

geology
customs
other provinces
tourism
forts
cities

LAP

The Atlantic Canda-New England Region and Environment: an examination of the geographic and ecological bases of the Eastern international region.

Written by:

Mrs. Barbara Cuetara

Tested by:

1) Mrs. Barbara Cuetara
Asa C. Adams School
Orono, Maine
Grade 6

2) Miss Sharon Cram
Milton Academy
Milton, Maine
Grade 6

3) Mrs. Janet Mixer
Mary Snow School
Bangor, Maine
Grade 6

Title

Generally confusing. Will be rewritten, i.e. The Atlantic Region the Geography of the New England, Atlantic Provinces, Quebec Area.

Rationale

No suggestions

Objectives

No suggestions were offered except for Objective 7 which is stated behaviorally and reads as if it were ac activity rather than as being goal oriented. This should be reworded to describe the behavioral expectation, such as: "You will be able to interpret or make comparisons of overlays of cities and towns, etc., in terms of the reasons for population distribution."

Activities

Reproduction of matrix - totals and profile

Earlier activities show much heavier participation. Since we know: 1) that teachers encouraged or supported choices as LAPS were begun and 2) that more pupils would work comfortably at a lower level in the hierarchy of difficulty, the totals are to be expected.

Later activities received lighter attention. Since we know: 1) that the time factor may have affected choices in this part of the LAP and 2) that fewer pupils would work comfortably at a higher level is the hierarchy of difficulty, the totals are to be expected.

Regarding the profile, there seems to be a positive indication that Objective 1 lacks the attraction it should have for its position. There is indication of a marked need for reworking to "liven" this objective and its activities.

Readability

Some of the directions were too difficult. Many terms were unfamiliar and needed explaining. The sentence structure in all areas was often lengthy and/or complex. Some skills required previous experience to provide familiarity with context.

Content

The scope was considered good. The number of activities per objective needs "evening-up". Two kinds of activities were not provided for enough: those involving population distribution and those involving role-playing.

Also, role-playing should be placed as the last activity of each objective providing for a grasp of content beforehand, in order to give sufficient substance to the role play.

Areas of too great difficulty, as written, are those pertaining to "glaciation" and to "pictorial maps". These need rewording.

Student response:

Atlantic Provinces

1. Could you understand the directions?

   a. always 3 b. most of the time 111 (8) * c. sometimes 3 (2) d. never

2. Did you like this kind of work?

   a. yes 85 (4) b. sometimes 58 (13) c. no 10 (7)

3. Did you like the reference materials?

   a. yes 96 (8) b. sometimes 48 (9) c. no 3 (6)

4. How did you work?

   a. alone 61 (5) b. one other 30 (15) c. small group 35 (2) d. teacher 24 (15) e. all 33 (3)

5. Could you read the materials?

   a. yes 88 (4) b. sometimes 50 (9) * c. rarely 12 (10) d. never 2 (2)

6. What other things would you like to know about Canada?

   a. history 44 b. sports 69 c. French-Canadians 7 d. geography 19

   e. Indians 33 f. other, list

* The Bangor 5th grade class had considerable difficulty with this LAP. Their responses are totalled with the sixth grade classes and also place in parentheses. The concepts and the reading level caused obstacles.

Item #6 also listed

Sailing ships
Camping
Tourism
Modern Canada
Wild life
Customs
Geology
Government
Recreation
Occupations esp. lumbering and farming

LAP

Canada and the United States - a Perspective

Written by:

John F. Myers

Tested by:

1) Mrs. Sarah Mercer
Bucksport Junior High
Bucksport, Maine
Grade 6

2) Mr. Lloyd Snow
Hichborn Middle School
Howland, Maine
Grade 7

(asked by Mrs. Parker to try a LAP without going through workshop sessions)

Title

It served its purpose

Rationale

Teachers were satisfied with its preview of the topic.

Objectives

Objective 4,5,6,7,9 was reworded by Mrs. Mercer. Several words were changed to clarify the meaning:

Objective 3, "that are different" in place of "differing"

Objective 4, "know" instead of "be familiar with"

Objective 4, "factors" rather than "influences"

None of the suggestions indicated any change in meaning.

Activities

Most of the suggestions again were changes in verbs. Several activities were unclear and Mrs. Mercer completely rewrote the activity, such as Activity 4 in Objective 4.

Objective 7, Activity 1, involved concepts which would be too difficult. Both teachers indicated a confusion in Objective 1, Activity 2, and indicated the change of the word "ideas" in place of "pictures".

Some of the higher hierarchy items were too difficult, particularly the activity in Objective 10.

Sources

Apparent satisfaction with some minor substitutions.

Number of Sources

Adequate number

Student evaluation

1. Could you understand the directions?

   a. always 1 b. most of the time 23 c. sometimes 14 d. never 2

2. Did you like this kind of work?

   a. yes 15 b. sometimes 21 c. no 4

3. Did you like the reference materials?

   a. yes 15 b. sometimes 14 c. no 11

4. How did you work?

   a. alone 3 b. one other 11 c. small group 7 d. teacher 1 e. all 14

5. Could you read the materials?

   a. yes 21 b. sometimes 14 c. rarely 3 d. never 2

6. What other things would you like to know about Canada?

   a. history 7 b. sports 25 c. French-Canadians 5 d. geography 2
   e. Indians 9 f. other, list business 1 transportation 1

General Teacher

Both wrote that the LAP was a success in spite of isolated difficult concepts and vocabulary. The skills and concepts gained were valuable.

Readability

Both teachers generally indicated that the vocabulary was too difficult. Mr. Snow wrote that "the sentence structure was too complicated and was not suited to the average seventh grader. The above average students were able to adjust to the readability with only a small amount of difficulty."

Content

This was very satisfactory. This LAP should be used as an introductory topic to a semester or half year of Canada. This LAP will be tried at the high school level in the spring.

LAP

The Algonkian Region: An Examination of the Indians Within the Eastern Region in both Historical and Contemporary Contexts.

Written by

Mrs. Eleanor Parker

Tested by

1) Mrs. Eleanor Parker
Richborn Middle School
Howland, Maine
Grade 7

2) Mrs. Janet Mixer
Mary Snow School
Bangor, Maine
Grade 5

Title

Some confusion over this. Sources were conflicting as were Indian consultants. We shall probably stay with this, however. The alternative would be the First People of the New England-Atlantic Provinces-Quebec Region.

Rationale

This presented no problem

Objectives

Adequate, although objective 2 was suggested to be divided into two parts.

Activities

Largely minor revisions in style. Objective 2, Activity 2 not used by grade 7 students. Teacher advised that it was probably too complicated. Objective 3, Activity 7 also indicated as too complicated.

Number of Sources

The numbers were apparently adequate although more could be written in the form of case studies.

Content

There was disagreement here among the teachers and consultants. Basically there is an improvement over past treatment. The Maritime treatment is much weaker than that given the Maine Indians. Additional coverage probably should be given the current unrest among the young Indians and an attempt made to determine the causes.

Student Questionaire

1. Could you understand the directions?

   a. always 7 b. most of the time 55 c. sometimes 10 d. never 1

2. Did you like this kind of work?

   a. yes 44 b. sometimes 21 c. no 5

3. Did you like the reference materials?

   a. yes 44 b. sometimes 21 c. no 5

4. How did you work?

   a. alone 10 b. one other 20 c. small group 4 d. teacher 9 c. all 37

5. Could you read the materials?

   a. yes 46 b. sometimes 24 c. rarely 1 d. never 0

6. What other things would you like to know about Canada?

   a. history b. sports c. French-Canadians d. geography

   e. Indians f. other, list

Readability

No apparent problems were indicated either by grade 5 or grade 7. Both used it with apparent ease as the student evaluation has indicated.

Sources

Little has been published of value here. As noted most of the materials were of the duplicated variety.

Many more slides would be of value here.

The information Canada booklet was limited value. The Collier-Macmillan and Ginn-Canada were excellent and much used.

Mrs. Parker is game oriented and they apparently were effective in both testing schools.

Miscellaneous Notes

The state of flux among the Indians of Maine almost caused the NEAPO Center to drop this project. Though the leaders were helpful there is much disagreement among the leaders and the materials probably could not be generally accepted by the more activist ethnic elements.

LAP

Canada and the United States - Government and Political Parties - a Comparison

Written by

John F. Myers

Tested by

1) Mrs. Elizabeth Earle
Wallace School
Lewiston, Maine
Grade 6

2) Mrs. Sarah Mercer
Bucksport Junior High
Bucksport, Maine
Grade 6

3) Miss Sharon Cram
Wilton Academy
Wilton, Maine
Grade 6

Title

Adequate

Rationale

This LAP involves many new concepts. The students have little background even in United States government. The teachers recommended a glossary of terms.

Objectives

These were written in very simplistic style to avoid confusion. Apparently these worked well. There were six objectives.

Activities

Each objective had varied number of activities.

Objective	1 - 4	Objective	4 - 4
	2 - 5		5 - 2
	3 - 3		6 - 3

The matrix of actual use is listed as Appendix 11.

One of the three testing teachers indicated that more variety should be built into the LAP. They would have preferred more filmstrips and not as much written or oral.

A sampling of the comments included:

a. "Difficult" We lost sight of purpose Obj. 2, Act. 5

b. "At this point most didn't know enough about how nations were governed - it would be a good question for later on" Obj. 1, Act. 2

c. "This was extremely difficult and I don't think they get much from it - I'd like to see a different activity for this" Obj. 2, Act. 4

d. "Add suggestions for countries: Some kids' limitations of the world are incredible". Obj. 3, Act. 2

e. "Is there another way to state this. It doesn't seem clear". Obj. 6, Act. 1

f. "I was surprised - so many had no idea who would have a government job - most didn't even name the Presidency as a government job"

g. "This went really well"

h. "Got some really fine answers to this".

i. "This worked better than I thought it would. The students went and interviewed the principal and seemed to know what was going on". Obj. 6, Act. 3

j. "Good for election year - group discussion". Obj. 5, Act. 2

Readability

This was generally in line with the Grade 6 reading level. The choice of words in several instances appeared difficult. A few of the words which caused problems were "corresponding", "federal", "qualities of leadership", "sovereignty", "evolutionary".

Sources

Seven transparencies (self made) and two film strips (McGraw-Hill) were used as well as the listed printed sources. Additional sources would be helpful though the teachers were not totally unhappy over the sources. If more appropriate materials cannot be found the authors should write the materials.

Number of Sources

Additional numbers would have been of help.

Content

The lack of sources may have limited the effectiveness of the concepts attempted. Hopefully the elementary manner in which the content was offered allowed for a beginning grasp of knowledge of the two governments. The events of two federal general elections played into the testing program of this LAP.

Student Questionaire

1. Could you understand the directions?

   a. always b. most of the time c. sometimes d. never
   63 11 2

2. Did you like this kind of work?

   a. yes b. sometimes c. no
   53 25

3. Did you like the reference materials?

   a. yes b. sometimes c. no
   55 20

4. How did you work?

   a. alone b. one other c. small group d. teacher e. all
   27 46 15 4 20

5. Could you read the materials?

   a. yes b. sometimes c. rarely d. never
   42 27 2

6. What other things would you like to know about Canada?

   a. history b. sports c. French-Canadians d. geography
   35 36 19 14

   e. Indians f. other, list
   31

   animals 2
   languages 2
   people 3
   cars 1
   racing 1

The objectives as stated in the grant proposal were met and in many ways exceeded the expectations. There has been a favorable reaction on the part of all involved as well as much interest shown by the many segments of the academic community at the university level as well as by the public shools.

The evaluation of the experience with the method and with the expansion of the Canadian content has indicated marked success. The recommendations, as enumerated, are the expression of recognition of results which open the way to future refinement of this effort. The completion of this project is only an introductory step in the expansion of teacher training, utilization of LAPS and the extension of Canadian source materials.

The project has created favorable response beyond the limits of the individuals responsible for the program. The following will bear evidence:

(1) The author of the Atlantic geography LAP was invited as one of the four participants by the Maine Social Studies Council to explain the geography LAP at a state conference. The coordinator and one other in the program assisted her in this presentation. A large number attended, asked many questions and several remained to learn more. Several

telephone and written responses have been received by the staff at the NEAPQ Center.

(2) One very favorable reaction came from Mr. E. Benson Gearhart, the Director of Social Sciences, City of Portland Public Schools. Gearhart with three teachers later drove to Orono (round trip 275 miles) to see, discuss and view a LAP presentation. He has invited the NEAPQ staff to work further with his system. Portland is Maine's largest city.

(3) The Maine Public Television invited the coordinator and one teacher to a twenty minute interview concerning the LAPS project. The program is viewed in Maine, and in portions of the Maritimes as far east as Halifax, Nova Scotia.

(4) A Canadian publisher sent a representative from Toronto to Orono to discuss the LAPS and look them over. A U.S. publisher has also expressed interest in our work and has asked us to clear with them before making a commitment.

(5) Students from the College of Education have visited the Center to review the LAPS.

(7) Mr. Richard McKiernan, Canadian Affairs Officer of the U. S. Information Agency was enthusiastic concerning the LAPS. He visited the Center for a few days during the fall.

(3) The enthusiastic reaction on the several academic levels has influenced the Center to expand the project--developing further teacher training in Canadian content; further work in methodology; and the writing of additional Canadian LAPS.

The strongest positive reaction has been from the elementary students themselves. A strong undercurrent of excitement has been noted as they find they have grasped the skill for research in Canadian topics. The LAPS have whetted their interest.

The inadequacies reported in the testing of the LAPS will be corrected as far as possible in the re-writing of the original LAPS. As a method such revision should take place as a matter of course to keep activities and resources current.

Though the data has been treated subjectively it is with considerable pride and satisfaction that the project has fulfilled and exceeded the expectations of the goals as defined in the proposal. The LAP approach and the sources have been received and used by the teachers and pupils with positive approval and have given evidence that this has been a valuable beginning effort.

RECOMMENDATIONS

The recommendations are based on evaluations made during observations, from the workshop discussions, and from the expressed opinions in the questionnaires to supervisors, teachers and pupils.

A. Continued use of the LAPS is recommended with attention to certain modifications:

1. Methodology

a. The teacher should attempt to be more a facilitator and less a checker in guiding pupils as they work to locate sources, plan for use of A-V equipment, and carry out directions of activities.

b. Teacher should be sensitive to uncertainty in pupils who depend on structure so that provision can be made for small groups, pairs, or teacher-directed groups.

c. Occasional whole-class activity should be included in the design of the LAP (possibly each 4 or 5 days) for presentation of concepts, review of skills, explanation of vocabulary or terms, allowing interaction in questions and discussion in the whole class, and providing, per se, a change of pace. (This modification is provided in the original model of the Trump Plan).

d. LAPS should be offered later in the year to less mature classes or after a presentation of work with study skills involved.

2. Readability

a. A list of contents naming the objectives and activities by title or other description should be prepared for each LAP as quick reference for teachers and pupils.

b. Sentence structure and phrasing should be simplified, but still held at a level which would require pupils to "reach". Difficult terms should be stated parenthetically or otherwise explained.

3. Content

a. A balance of activities is needed to have a more even number of activities for each objective.

b. Certain activities should be divided. The more successful activities were those which were short with well-defined goals.

c. There is a need to vary activities within each LAP so that sources are used and many behaviors are provided for.

d. Role-play as an activity should be planned in each objective, if appropriate, but at the end of the objective, and after completion

of minimum number of activities, i.e. 2 or 3, so as to assure meaningful content in role-play.

4. Resources

a. The quantity and calibre of the resources (considering content and reading level and variety) are of highest importance, and to assure the use of resources certain audio-visual equipment is preferred in this order:

1) 1 over head project
2) 2 or 3 small film strip viewers
3) 1 full-sized film strip projector
4) 1 or 2 tape recorders
5) large slide projector
6) wall maps
7) record player
8) small slide projector
9) use of copier for producing duplicates of sources when necessary.

b. Quantity of sources needs to be in higher ratio, as indicated above.

c. Tapes need an explanation as the style of the folk songs without accompaniment, is unmusical and difficult to understand.

d. If appropriate, a field trip for each LAP should be provided.

5. "Rewrite" Suggestions

   a. Utilize annotated LAPS returned by each teacher.

   b. Prepare self-tests at each level of progress from objective to objective, plus a teacher-test to measure organizational ability and other study skills, based on an "open-book" type of use of activity materials.

   c. Rework the pre-test to base it on less than the first three objectives since pupils to 6th grade level have little base for content knowledge in this area of study.

   d. Prepare self-test and teacher-tests to measure cognitive learning equally with measure of skills development.

B. Teacher Preparation

   1. Provision for Canadian studies courses to be provided for Maine and New England teachers in regular course offerings; in workshops; and in institutes.

   2. Teachers be given guidelines and/or "kits" in order to provide for self-study.

   3. Provision be made for distribution of materials to all teachers of social studies on the elementary level to familiarize them with the content and methodology of this project, so

as to open avenues of communication to those teachers who might become interested in this content area. Such channels of communication as the MTA journal and the Maine Council for the Social Studies which in conjunction with the Maine Teachers Association are good possibilities.

4. School administrators should be informed of any course offering, particularly highlighting institutes, which might be of advantage to teachers in this area.

C. Further Use in Educational Practice

1. A model LAP, based on the LAPS used in this project, should be offered with suggestions for necessary materials (amounts, etc.) and for the role of the teacher who would be both a facilitator and a rewriter of whatever LAP might be hers to use.
2. An immediate effort is to be made to rewrite and arrange for obtaining copy-right, making full use of all annotations and recommendations.
3. Teachers with LAP experience should be available to offer workshop instruction in LAP methodology using Canadian resource materials.

4. Guidelines should be drawn for adapting the LAP model to other content areas in the field of social studies and to other subject areas (i.e. science, language, arts, math, developmental guidance, etc.)

5. Additional LAPS should be prepared to cover the remaining content areas for this region of Canada and for other regions of Canada.

D. Possible Research

1. The initial experiment, as conducted in field testing, has established this approach as a workable procedure, and to an extent has set a base-line for further studies. Testing could be designed to measure content learning, skills learning, or attitudes between LAP methodology and traditional whole-class approach. (Other "multi-text" or multi-source materials are being prepared by single publishers and should be compared also).

2. Research as to grade-level use of LAP methodology (i.e. as between 3rd grade and 6th grade).

3. Research as to the effect on achievement level of study skills as reflected in standardized tests.

4. Research as to kinds of activities which children prefer and/or complete with satisfaction and success.
5. Research as to self-image for pupils using LAP approach versus other.
6. Research as to concepts in the content area (Canada) between LAP approach and other methods.

APPENDIX 1

Proposal

Resource Unit Topics

Following are the five topics that have been selected for development into learning episodes.

1. Canada and the United States in Perspective. An examination of the nature of the relationship, the extent of the interdependence and interaction of the two countries, and an illumination of differences as well as similarities of the two societies.

2. Comparative Governments and Political Systems. A comparison of the Canadian Parliamentary and the U. S. Congressional systems of government and an examination of how each affects its society.

3. The Atlantic Canada-New England Region and Environment. An examination of the geographic and ecological bases of the eastern international region.

4. The Algonkian Region. An examination of the Indian within the Eastern region in both historical and contemporary contexts.

5. French-Canadians - Acadians and Franco-Americans. An examination of significant minority groups in predominant English societies.

APPENDIX 2

Staff - Canadian Studies Project

Project Director

Mr. Edgar B. McKay, Senior Consultant (retired Director) New England, Atlantic Provinces-Quebec Center, University of Maine, Orono, Maine

Coordinator

Author of two LAPS

Mr. John F. Myers, Assistant Professor of History, Bridgewater State College, Bridgewater, Massachusetts; Candidate for Ph.D. Canadian History, University of Maine, Orono, Maine

Teacher

Author of two LAPS

Mrs. Barbara Cuetara
Asa C. Adams Elementary School
Orono, Maine
Grade 6 - 2 classes of 30 each
Tested
Atlantic Region
French in Quebec

Teacher

Author of one LAP

Mrs. Eleanor Parker
Hichborn Middle School
Howland, Maine
Grade 7 - 4 classes
Tested
Algonkian Indian Region

Teacher

Mrs. Elizabeth Earle
Wallace Elementary School
Lewiston, Maine
Grade 6 - 2 classes of 26 students
Tested
French in Quebec, Acadians and the French in New England; Canada and the United States, their Governments and Political Parties

Teacher
Miss Sharon Cram
Wilton Academy
Wilton, Maine
Grade 6 - 4 classes of 20 students
Tested
The Atlantic Region
Canada and the United States, their Governments and Political Parties

Teacher
Mrs. Sarah Mercer
Bucksport Junior High
Bucksport, Maine
Grade 6 - 2 classes of 30 students
Tested
Canada and the United States - a Perspective; Canada and the United States their Government and Political Parties

Teacher

Mrs. Janet Mixer
Mary Snow Elementary School
Bangor, Maine
Grade 5 - 1 class of 26 students
Tested
Algonkian Region
Atlantic Region

Teacher
Mr. Raymond Thibodeau
Champlain School
Van Buren, Maine
Grade 6 - 1 class of 23 students
Tested
The French in Quebec, the Acadians, the French in New England

APPENDIX 3

Consultants

Miss Claire Fortin, French Teacher, Elementary level, Lewiston, Maine, Public Schools
French Heritage, assisted
Mrs. Elizabeth Earle, Wallace School, Lewiston, Maine

Mr. Philip Conyar, Chairman Social Science Department, Bangor High School; Doctoral Candidate, College of Education, Univ. of Me., Orono, Me.
Methodology

Dr. James F. Moran, Assistant Professor of Political Science, University of Maine, Orono, Maine
Canadian Government

Dr. Edward D. Ives, Professor of Folklore, University of Maine, Orono, Maine
Oral History of Atlantic Provinces

Dr. James R. Miller, Assistant Professor of Education, College of Education, University of Maine, Orono, Maine
Principal Consultant - Methodology and Style

Mr. Edgar B. McKay, Senior Consultant New England, Atlantic Provinces, Quebec Center
Project Director
Atlantic Provinces

Mr. William J. McAndrew, Assistant Professor of Canadian History, University of Maine, Orono, Maine; Director, New England Atlantic Provinces Quebec Center
Canadian History

Dr. Alice R. Stewart, Professor of Canadian History, University of Maine, Orono, Maine
Canadian History

Dr. Myron Starbird, Professor of Geography, Chairman of Department, University of Maine, Farmington, Maine
Geography of the Atlantic Provinces

APPENDIX 4

Booklet

TEACHING CANADA

A BIBLIOGRAPHY

(separate)

LAPS INVENTORY

Mrs. Barbara Cuetara
Asa C. Adams School
Orono, Maine

New England-Atlantic
Provinces-Quebec Center
76 Fogler Library
University of Maine, Orono

Permanent Loan

Filmstrips
Canadian Geography Series, McGraw-Hill Book Company $7.50 each

#691013 Introduction to Canada's Geography
#691021 The Atlantic Region
#69103X The Canadian Shield
#691218 Ships and Power
#601234 Deep Sea Fishing
#693129 Port City

$45.00

Jackdaws Clarke Irwin $3.95 each
1 Confederation: 1867
5 The Fur Trade
6 Louisbourg
#11 Cartier of St. Malo
#16 Indians of Canada
#20 The Maritimes Age of Sail
#26 Struggle for the Fourteenth Colony

$23.70

Collier-MacMillan Canadian History Series (Don Mills, Ontario)

1 Borins, Edward M., New France	$1.25
1 Gilbert, John, Builders of the West	1.00
1 Gilbert, John, Pioneers	1.25
1 Marsh, James H., The Discoveries	1.00
1 Marsh, James H., The Fur Trade	1.00
1 Patterson, Palmer and Nancy-Lou, Changing People	1.25
1 Power, Ann M., Eskimos of Canada	1.00
	$7.75

Ginn of Canada (Canadian History) $.95 each

2 Allaby, Eric, Shipbuilding in the Maritimes
1 Andrews, R.J., Battle at Quebec, 1759
1 Andrews, R.J., Soldiers at Quebec, 1759
2 Andrews, R.J., Spy at Quebec, 1759
2 Andrews, R.J., The Voyageurs
1 Brennan, Terrence J., The Timber Trade in the Ottawa Valley
1 Coatsworth, Emerson S., Nomads of the Shield: Ojibwa Indians
1 Feather, Donald & Waters, George, Fort York

LAPS INVENTORY - Barbara Cuetara

1 Fryer, Mary B., Caleb Seaman: A Loyalist
2 Smith, D.C., Colonists at Port Royal
2 Smith, D.C., The Seigneury of Longueuil
1 Symington, D.F., Hunters of the Plains: Assiniboine Indians
1 Symington, D.F., Seafaring Warriors of the West: Nootka Indians
1 Wilson, K., Life at Red River: 1830-1860

$18.05

Ginn of Canada (Ginn Sample Studies of Canada) $.85 each

2 Burpee, P.G., Aluminum and Power in the Saguenay Valley
1 Carroll, James A., Power at Niagara
1 Carson, Lorne R., Assembling Automobiles at Oaksville
1 Dudley, K.F., An Arctic Settlement: Pangnirtung
1 Forrester, James, Making Steel in Hamilton
2 Gough, H.J.B., Making Pulp and Paper at Corner Brook
1 Harper, P., Market Gardening on the Fraser Delta
1 Harper, P., Port of Vancouver
1 Harper, P., and J. Burdikin, Salmon Fishing in British Columbia
2 Ingersoll, L.K. and L.R. Carson, Sardine Fishing and Canning in New Brunswick
1 MacNaughton, Carleton, Fruit Farming in the Okanagan
1 Massey, D.L., An Oil Well near Edmonton
2 Patrick, James H., Port City, Montreal
1 Russell, William J., Wheat Farming near Regina
1 Ryan, John, Mixed Farming near Carman, Manitoba
1 Welsh, Arthur J., A Forest Industry at Port Alberni

$17.00

Books

2 Boswell, Hazel, French Canada, New York, Atheneum, 1967 — $ 4.95 ea.

1 Department of Indian Affairs and Northern Development, Indians of Quebec and the Maritimes Provinces, Ottawa Information Canada, 1971 — .35

2 Dunphy, Clifford R., The Geography of the Atlantic Provinces, Toronto, W.J. Cage 1965 — 3.85 ea.

2	Krueger, Ralph R. and Raymond Corder, Canada, A New Geography, Toronto, Holt, Rinehart and Winston of Canada, 1968	$ 8.10	ea.
	Teacher's Guide	1.25	
2	McNeer, Mary and Lynd Ward, The Canadian Story, New York, Aeriel Books, 1958	5.95	ea.
1	Peters, James, A Guide to Understanding Canada, Toronto, Guiness, 1963	5.65	
1	Phillips, R.A.J., Canada, Giant of the North, Toronto, McGraw-Hill of Canada, 1966	4.95	
1	Pratson, J.F., Land of the Four Directions, Riverside, Chatham, 1970	3.95	
1	Ross, Frances Aileen, The Land and People of Canada, New York, J.B. Lippincott, 1964	3.79	
2	Seiveright, Dorothy and Trevor Lloyd, Canada and her Neighbors, Toronto, Ginn, 1966	4.35	ea.
1	Soule, William H., Ed., Prehistoric Peoples of Maine, Augusta, Maine State Museum, 1970	2.00	
1	Toye, William, Cartier Discovers the St. Lawrence, New York, Henry Z. Walik, 1970	4.25	
2	Vincent, Rudolphe, Quebec, Historic City, Toronto, Macmillan, 1966	2.95	ea.
2	Wood, Dorothy, Canada, Chicago, Children's Press, 1964	3.75	ea.
		$93.99	

TOTAL $205.49

LAPS INVENTORY

Miss Sharon Cram
Wilton Academy
Depot Street
Wilton, Maine

New England-Atlantic
Provinces-Quebec Center
7o Fogler Library
University of Maine, Orono

Permanent Loan

Filmstrips
Canadian History and Government Series, McGraw-Hill Book Co.

#693132 Canada's Government	$6.75
#693136 Law and Order	6.75
	$13.50

Canadian Geography Series, McGraw-Hill Book Company $7.50 each

#6931013 Introduction to Canada's Geography
#6931021 The Atlantic Region
#693103X The Canadian Shield
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1 Ross, Frances Aileen, The Land and People of Canada, New York, J.B. Lippincott, 1964 3.79

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French in New England

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French in Lewiston

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Miss Meredith Ring, Consultant for Indian Education, State Department of Education, Calais, Maine
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Canada 1972. Ottawa, Queen's Printer, 1972.

Dunphy, Clifford R., The Geography of the Atlantic Provinces, Toronto, W. J. Gage, 1965.

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Maine Sunday Telegram, April 26, 1970.

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1 Confederation: 1867
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LAPS STEPS

1. Read background material on LAPS
2. Select area for study and define
3. Construct LAP as follows:
   a. compose rationale
   b. describe objectives, behaviorally and considering hierarchy (list items for learning which are to be covered by each objective)
   c. select sources available to children (a must)
   d. write activities (from 2 to 10) for each objective using as wide a variety of skills as feasible, stated behaviorally and referring to named sources
   e. construct pretest to cover first third of objectives, so as to permit entry at second third of LAP if student passed test successfully or permit entry between beginning and first third, i.e., so test may be set up as follows:
      1) for Objective 1 - matching questions
      2) for Objective 2 - fill in questions
      3) for Objective 3 - multiple choice questions
   f. allow pupil to self-correct pretest and decide on which objective he will use to begin according to test

g. encourage cooperative work among pupils, paired-partner or small or large groups; whatever will assure the process rather than the product having a higher priority

h. allow choice of activities and as few as two per objective

i. allow cut-off at end of second third of LAP

j. prepare post-test for first two thirds of LAP

k. final third of LAP may remain untested except for self-evaluation or observable performance in rather general way

Your role as teacher:

Summary of student progress:

by objectives and specifications

Clarity of content:

Adequacy of materials:

Time allowance:

Conclusions:

Specify strengths and weaknesses:

Use a copy of the LAP as part of your evaluation. Write on the LAP.

NEW ENGLAND - ATLANTIC PROVINCES - QUEBEC CENTER

University of Maine - Orono

LAPS PROJECT CANADIAN TOPICS

TEACHER EVALUATION

LAP: _____

TEACHER: _____

Please comment on the following:
Vocabulary level:

Readibility:

Pretest:

Effectiveness of independent work:

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LAPS PROJECT CANADIAN TOPICS

SUPERVISOR EVALUATION

LAP: _____

TEACHER: _____

SUPERVISOR: _____

Reactions:
Proceedure -

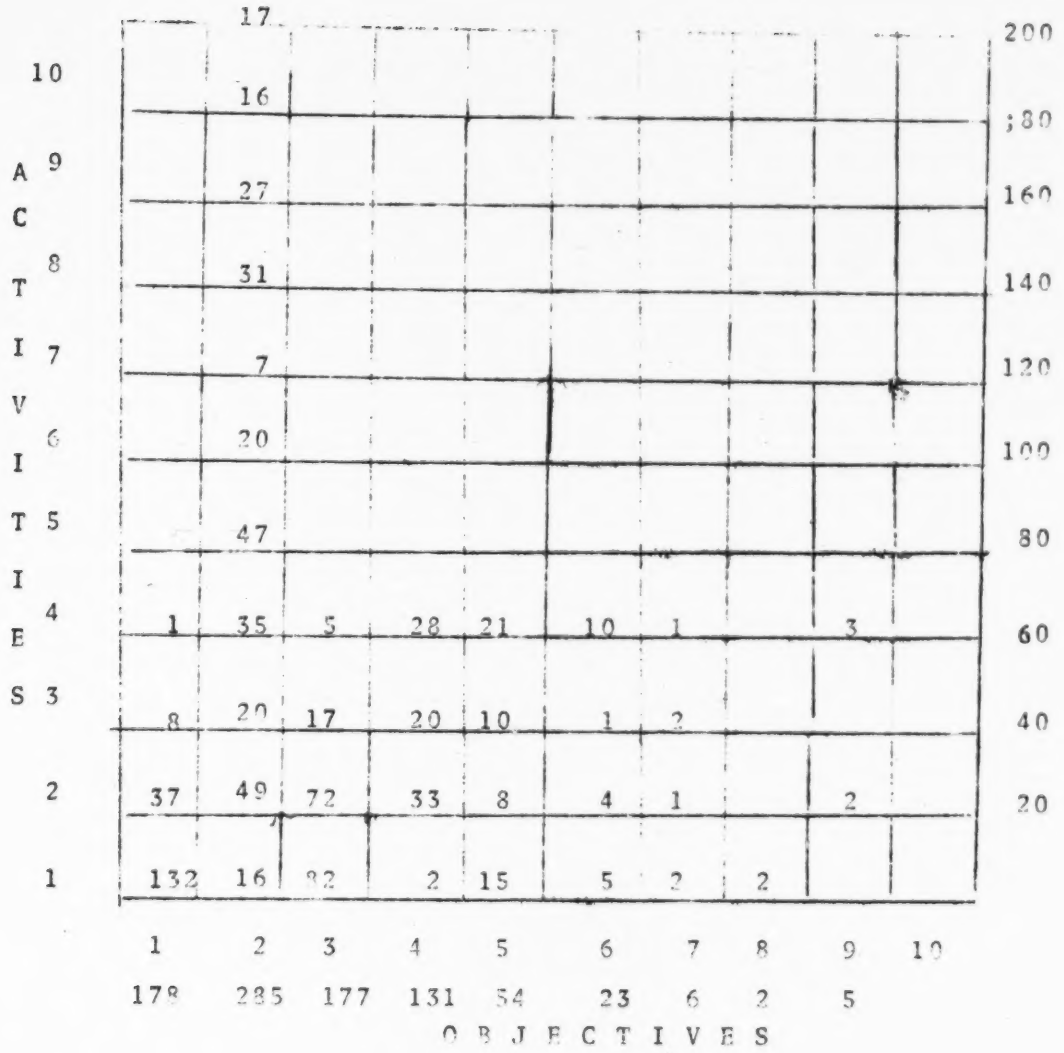
Classroom interaction -

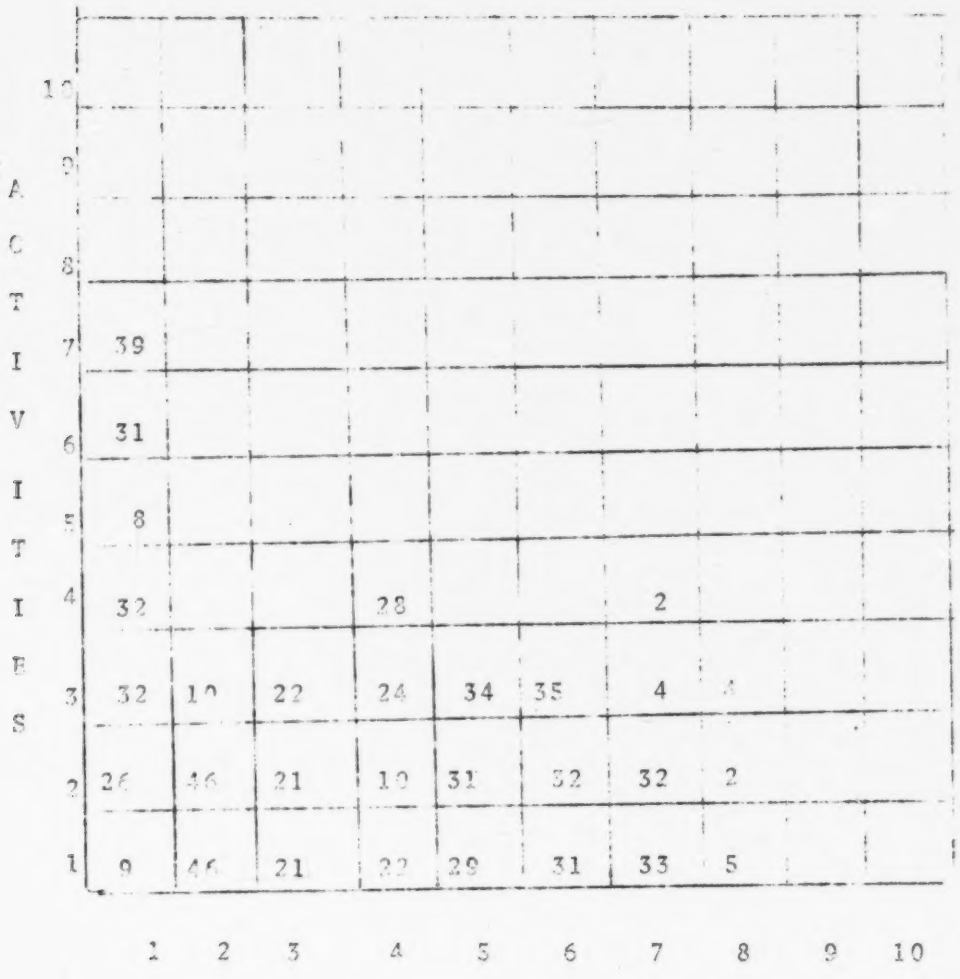
Materials -

Recommendations -

2

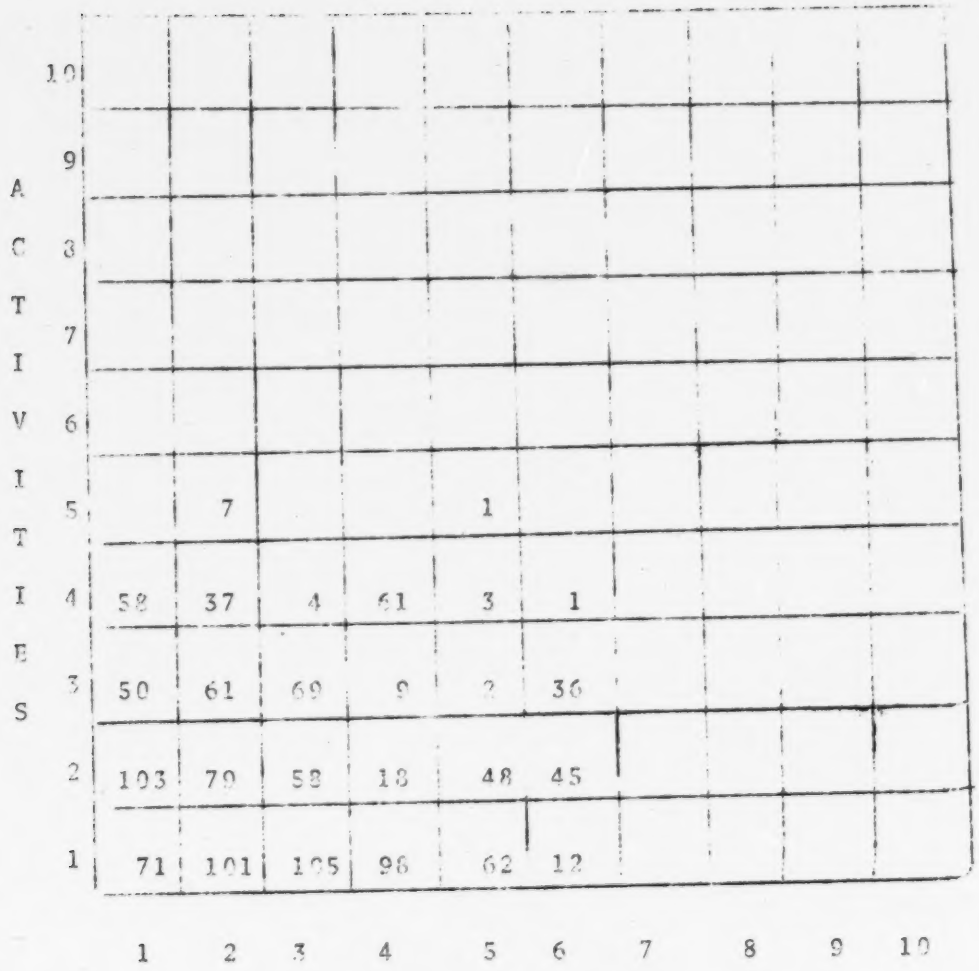
APPENDIX 11





PERSPECTIVES

2 Teachers



GOVERNMENT

3 Teachers

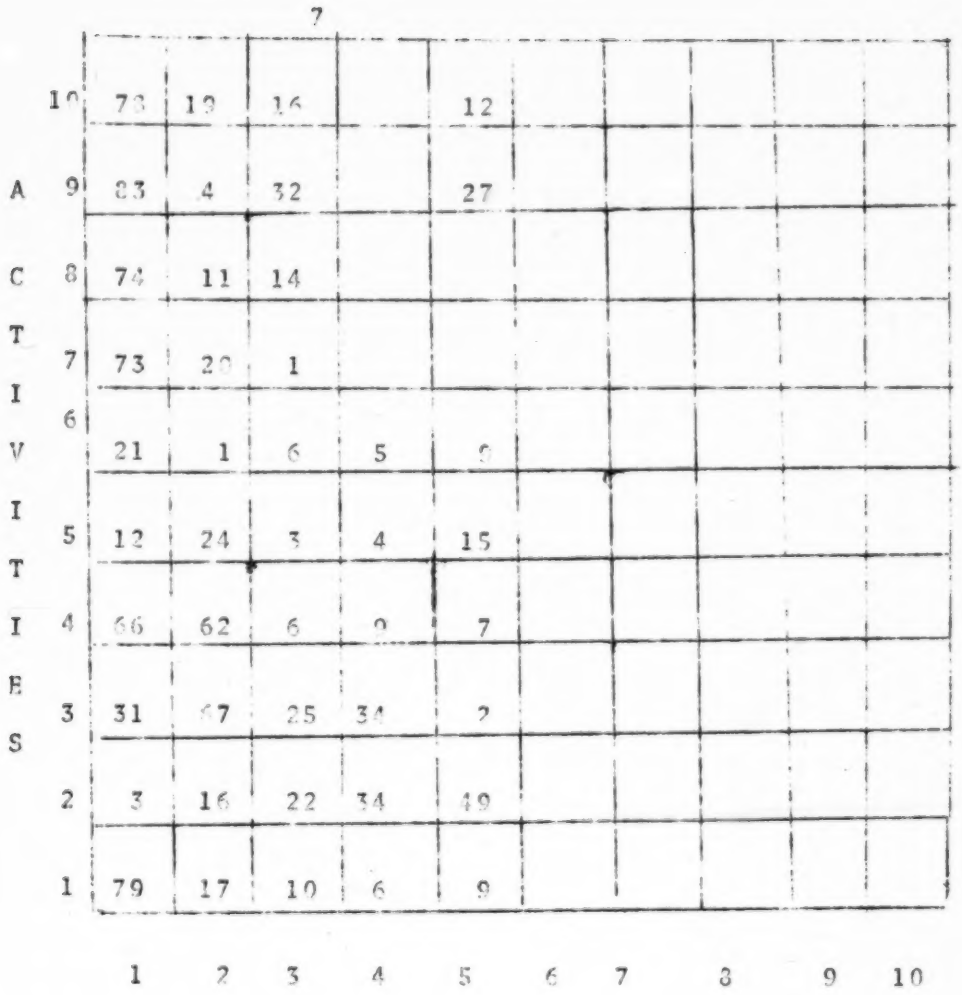
ACTIVITIES	1	2	3	4	5	6	7	8	9	10
10										
9										
8		2		22	7					
7		45		21	10					
6		29	37	5	35	2				
5	1	9	37	30	15					
4	31	21	13	12	51	23				
3	49	13	28	65	41	30*				
2	20	13	23	41	22	13				
1	79	54	39	29	34	65				

OBJECTIVES

FRENCH

3 Teachers

* Cooperating French teacher taught 30 students in French as a group



INDIANS

2 Teachers TOTALS

1 group - Grade 7

1 group - Grade 5